Have the teachers leave the meeting with something they can use immediately.

Have a specific focus for the discussions and sharing i.e. a big picture item or sections of a PDT (improve literacy skills or teacher empathy improvement)

Team members share teaching and learning issues/problems for others to generate a range of ideas. This can be data based and observation or just a query.

Relevant to the individuals in each group (i.e. each group may have a different focus)

Choose a focus for improvement in the school that we can all get behind (i.e. house system worked well for the LT’s as we all had ideas and could contribute).

Team develop protocols to hold each other accountable for contribution to the group.

Determine the needs of the particular staff in your group and tailor the development of meetings to pursue those objectives (i.e. differentiating meetings).

Have facilitators share their ideas, practice and experiences (e.g. running their PDT meeting) in a blog so we can share good practice.

Ask the teachers themselves what they would like to focus on. You can gain greater insight into their needs etc. ☺

Several weeks out from the meeting provide information to the team as to what will be discussed so they can prepare for a meaningful discussion.

Actually talk about something that is relevant to all teachers – kids learning!

Demonstrating deeper thinking practices and routines for teachers and students.

Flexibility of location for PDT meetings.

Shift on one occasion, the facilitator of the meeting.

A PDT team to take their conversation/discussion into an online environment.

Professional reading considered as part of PDT meetings